DOCUMENT RESUME

ED 148 001 EA 010 202

AUTHOR	Christensen, Douglas D.
TITLE	Planning and Evaluating Student Activity Programs.
INSTITUTION	National Association of Secondary School Principals, Reston, Va.
PUB DATE	78
NOTE	23p.
AVAILABLE FROM	National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 ($1.50; orders of $10.00 or less must be prepaid)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Cocurricular Activities; Elementary Secondary Education; *Evaluation Methods; *Management by Objectives; *Objectives; Program Evaluation; *Program Planning; *School Activities; Students

ABSTRACT

The planning and evaluation method (Management by Objectives/Results) briefly described in this booklet is intended to help leaders and participants at all levels in school activity programs. MBO/R provides for goal setting, objectives identification, identification of resources, allocation of responsibility and time, and, finally, evaluation. Sample activities are analyzed according to the MBO/R process. Appendixes contain sample student body and evaluation polls. (Author/DS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148001

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Planning and Evaluating Student Activity Programs

Douglas D. Christensen

"PERMISSION TO REPRODUCE THIS MATERIAL IN **MICROFICHE ONLY** HAS BEEN GRANTED BY

NASSP

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EA 010 202

Office of Student Activities
National Association of Secondary School Principals

ISBN 0-88210-085-8

Copyright 1978

All rights reserved

National Association of Secondary School Principals
1904 Association Drive • Reston, Va. 22091

Contents

Foreword	v
Are Goals Really Important?	1
MBO/R—A Purpose, A Plan	1
MBO/R—A Planning Tool	2
Is There Life After Evaluation?	6
A Six-Step Process	7
MBO/R Worksheet 1	8
Appendices	
A. Student Body Poll	13
B. Evaluating the School Assembly	14
C. Evaluating a School Dance	15
D. Evaluating a Workshop	16
E. Evaluating the Student Activities Program	17
F. Evaluating the Student Council Meeting	18

About the author. Douglas D. Christensen is an instructor in secondary education at the University of Nebraska-Lincoln.

Foreword

Management-by-Objectives/Results (MBO/R), a tool borrowed from business and industry, can be most useful to those who are directly involved in leadership, planning, or evaluation roles.

The things people do are either with or without purpose. Many people approach life with a "wait and see" attitude. They respond to the influences around them and the experiences that are readily available. They fail to chart an appropriate direction.

All too often we are not selective or do not make selective decisions about our experiences and activities. Having no clearly defined direction we must take things as they come.

As a person involved in the direction of student activity programs in your school, you must be concerned about purposes and direction. This is true for student leaders, faculty advisers, school administrators, and parents.

The ideas in this booklet are directed to leaders and participants at all levels in school activity programs. Activity programs need leadership and support; they need precise goals for determining purposes and direction; and they need tools for planning ways to reach their defined goals. The suggestions contained in the chapters which follow will assist in reaching these goals far more expeditiously.

Owen B. Kiernan
Executive Director, NASSP

Are Goals Really Important?

Goals or purposes provide the direction that is important in most situations found in everyday life. Consider this illustration:

A man gets into his car and heads for Chicago from his home in in Omaha. His car breaks down in Des Moines and he is unable to continue.

Since his destination was Chicago, he knows he has not reached his goal. He knows he is in Des Moines, about one-third of the way from Omaha to Chicago.

Did he fail? He did not reach his destination but he did manage to get one-third of the way. He made progress and is closer to his goal than when he started.

Look at this illustration from another angle. What if the man jumps in his car and sets out driving with no destination in mind. Again his car breaks down in Des Moines and he is unable to continue.

Where is he? He is in Des Moines. Did he fail? Did he accomplish anything? Did he make progress? If so, toward what?

All that can accurately be stated about the second illustration is that he moved (from Omaha to Des Moines).

Movement does not equal progress. Progress is judged with respect to a destination, an intention, or a goal.

Without a destination in mind there is no way to develop a plan of travel, no way to determine progress, and no way to evaluate the result with respect to intentions.

MBO/R—A Purpose, A Plan

There are many methods available which can be used to establish destinations, purposes, or goals. These methods are effective in selecting and planning activities or experiences. These methods are equally effective for planning by individuals and by groups and organizations.

One such useful method or tool is Management-by-Objectives/Results. Its advantages are many. Here are a few:

- A means of setting goals that are relevant to purposes or intentions.
- A tool for planning a course of action and for planning experiences to accomplish the goals that are set.
- A tool for measuring progress toward a goal.

- A tool for use in evaluating the results of the planned course of action.

Research in business and industry has found that successful organizations have four essential characteristics. They are keys to success:

- A purpose is defined, understood, and agreed upon.
- Objectives are outlined to direct behavior and activities.
- There is a relationship between behavior and activities and goals and purposes.
- People know what is expected of them and how their behavior and activities are interdependent upon the behavior and activities of others.

MBO/R—A Planning Tool

As a planning tool, MBO/R is a systematic means for an individual or organization to decide what is wanted or what should be done and to formulate a plan of action to reach the identified purposes or goals.

There are four essential steps in using the MBO/R approach for individual or organizational planning.

Step One: Setting Goals

The setting of goals is the first step. The goals become the foundation upon which the plan of action is built. Goals identify the purpose, the direction, or the destination.

Goals are important in that they help us view our lives more selectively. They help us to select or to plan experiences.

Goals that are defined and announced tend to create commitment toward their accomplishment. Goals are motivating. They help in moving the individual or organization to get at the business of accomplishing them. Goals provide something to hope for and to reach for.

Many people never get into goal setting or planning their lives because they become frustrated at this goal-setting stage. Many become frustrated at their inability to write sophisticated goals.

The ability to write clear and concise goals comes with experience. Sophisticated goals in terms of the language in which they are stated are not important. Goals are.

Goals are identified by individuals or by organizations in a variety of ways. The following questions may be helpful in determining goals.

Individuals	*Organizations*
1. What do I most want to accomplish?	1. What is the intended mission or purpose of this organization as stated in charters or constitutions?
2. What do I want to be doing one	2. What is the unique or special

year, five years, and 10 years from now?

3. What expectations do others have of me that I wish to strive to reach?

purpose of this organization that is different from that of other organizations?

3. What are the expectations of this organization from the perspective of members, officers, directors, advisers, and supporters?

The following are examples of goals for individuals and organizations.

Individuals	*Organizations*
1. To have enough money to attend college.	1. To foster and encourage school spirit and morale among faculty and students.
2. To improve my ability to relate to other people.	2. To provide opportunities for students to develop and to utilize leadership skills.
3. To become a teacher upon graduation from college.	3. To promote an academic environment so as to stimulate scholarship among the faculty and student body.

Goals are broad, general statements. However, goals clearly identify destinations, directions, intentions, or purposes. Goals are the foundation upon which an individual or organization charts a plan of action for reaching the goal.

Step Two: Objectives - The Action Plan

The second phase of MBO/R is the action plan. It outlines, step by step, what is to be done to accomplish the identified goal.

Objectives are highly specific statements which clearly describe a decided course of action. Objectives tell what is to be done. Each objective identifies one specific behavior or experience that is to be implemented or completed.

A test of an adequately stated objective is that another person, even one that is unknown or unfamiliar to the organization, can understand what is to be done and see the relationship of the objective to the identified goal.

The following examples of objectives may be helpful.

Individual

Goal: To have enough money to attend college.

Objectives:

1. Determine the amount of resources that my family will be able to provide for my college education.
2. Develop a cost-analysis for attending one year of college at "X" university.
3. Determine with my family the financial obligations for which I am responsible and those for which they will provide support.
4. Set a goal for a specific amount of money for which I am to be responsible.

5. Request information from the university regarding financial assistance, work-study programs, and part-time employment.
6. Investigate summer employment opportunities in my community.
7. Investigate part-time employment opportunities in my community.

Organization

Goal: To provide opportunities to students to develop and utilize leadership skills.

Objectives:

1. Conduct an assessment of the leadership skills of student leaders.
2. Develop a mini-course or workshop format for teaching leadership skills to student leaders.
3. Develop a school policy that permits a maximum number of students the opportunity for leadership role experiences.
4. Plan and conduct a workshop session for organization advisers in "working with and promoting student leadership."

Objectives for each goal are outlined to form a step-by-step plan of action for accomplishing the goal. The steps that follow are actually refinements of the action plan.

Step Three: Responsibility, Resources, Time

It is very important to the success of the action plan to add details that deal with responsibility, resources, and time. The following questions must be answered for each objective in the action plan.

- Who is responsible for the defined objective?
- What resources are needed in order to accomplish this objective?
- What is the schedule or time line for completing this objective?

The person responsible for the objectives in an action plan should be the person best able to perform or organize the task. Another consideration in selecting the person to be responsible is who will benefit most from having the responsibility for carrying out the action. The responsible party may be an individual, a group of people, or the total organization.

The organization of resources is vital to the action plan. The best plan of action being directed by the best qualified person is doomed to failure without the commitment of resources.

The lack of resources or inadequate resources is comparable to digging a ditch with your hands. It may not be worth the effort required.

Resources include *people* that are needed to help in the activity, *money* needed to finance the activity, and *other material items* upon which the completion of the activity depends.

Time is also a resource for which provision must be made. Adequate time must be allotted for the completion of the activity. A deadline provides the person or persons responsible with a guideline for getting the job accomplished. Deadlines also help to ensure that actions which

must be completed before others can be started are completed according to schedule.

See the following pages for examples of step three. Notice how the action plan is clearly detailed by the assignment of responsibility, the allocation of resources, and the establishment of time lines.

Step Four: Evaluation

The final step is very important, but it is a process often avoided. We find it difficult to evaluate or to design an evaluation method. We also have a tendency to prefer to evaluate by our "gut feelings" about an activity.

Evaluation is a judgment, it is a decision about how well or how good. It tells us whether or not progress was made toward the goal by comparing the results of the action plan to the goal that was set. Evaluation, which provides information about the success of the plan of action, focuses upon the results obtained. Were the results obtained the results that were intended?

Goals may state directly or imply standards or criteria against which the results are to be judged. If there are no standards or criteria stated or implemented, then these should be developed.

To design an evaluation procedure, a decision is made about the level (standard or criteria) of success desired. For example, "To have enough money to attend college" implies a criterion or standard, i.e., "enough money." Enough money was defined in the objectives as the amount of money determined by the cost analysis that would be financed by the family and the individual.

An evaluation statement for this goal is not necessary but could be stated as "the identification of adequate resources from family or self income and future part-time employment to meet the total amount stated in the cost analysis." The goal: "To provide opportunities to students to develop and utilize leadership skills" is more difficult but not impossible to evaluate. The evaluation design is implied but not so clearly as in the previous example.

Evaluation must focus on the results of the action plan comparing the intended results to the actual results. The goal above implies the following questions that must be answered in an evaluation.

- Were students provided opportunities to develop leadership skills?
- What is the difference between the level of knowledge of leadership skills before and after an opportunity was provided for learning; e.g., a mini-course on leadership skills?
- What opportunities were provided for students to utilize leadership skills?
- What is the difference between the number of leadership opportunities provided before and after the completion of the action plan; e.g., the workshop for advisers and the new school policy?

An evaluation statement for this goal may be outlined as follows:

- Based upon a pre- and post-assessment of leadership skills, 75 percent of the students participating in the mini-course will show an increase in the knowledge and application of leadership skills.
- Seventy-five percent of students participating in the mini-course will state that the mini-course helped them better understand their leadership role.
- Based upon reports from various organizations there will be a 10 percent increase in the number of different students holding formal leadership roles (elected or appointed offices) as compared to the previous year.
- On a survey, 75 percent of the faculty advisers will report improved leadership skills by student leaders.

In evaluation, results are what count. Therefore, evaluation focuses upon the actual outcomes compared to the intended outcomes, not the objectives. Objectives are the means.

If a goal is not reached then a close inspection of the plan of action is in order. When a goal is not reached it is important to determine which activities were successful and which were not.

A total evaluation must look at the overall effectiveness of the efforts. The final question to be answered is: "In view of the results obtained, was the effort worth it in terms of time spent, resources used, and benefits to individuals or the organization?"

How much time was spent? How many people were involved? How much money and materials were used, and were there any results achieved that were not intended—good or bad? Was the cost-time-benefit worth it?

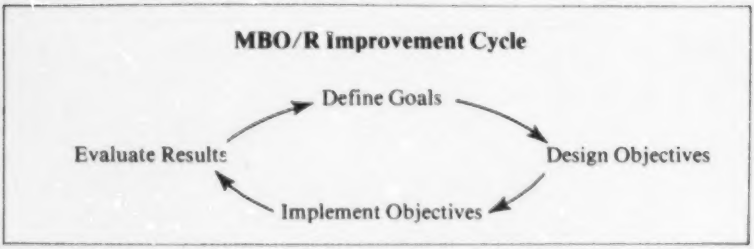
Is There Life After Evaluation?

After evaluation, goals are either judged to have been accomplished; or, judged to be in need of a new definition in more realistic terms; or, judged to be valid and realistic but needing a new strategy or action plan in order to be accomplished.

MBO/R is an improvement cycle. It is continuous and seeks to move the individual or organization closer to realization of purpose and potential.

MBO/R can be an extremely effective and logical means of planning for a single task or event.

The MBO/R format can be applied to the accomplishment of a task or an event through a similar process of setting a goal and developing a plan for its accomplishment. Such an application of MBO/R produces a detailed, coordinated plan for the organization of the time and resources and for the delegation of responsibility.



A Six-Step Process

The adaptation of MBO/R to task or event planning is a six-step process. First, the *task* is defined. Second, the *strategy* or plan for accomplishing the task is outlined. Third, *responsibilities* are delegated. Fourth, necessary *resources* are defined. Fifth, *deadlines* are established. Sixth, the *results* are evaluated.

Step 1: Define the task. To define the task is a matter of stating what it is that is intended to be accomplished. Defining the task can be a word or phrase such as "To...." Examples: "To sponsor a get-acquainted-dance during the first week in school," or, "To develop a student-written handbook for the student activities program."

Task definition may also include some references to the quality of the task or event being planned. How much? How well? At what level? Example: A get-acquainted-dance will be sponsored by the student council during the first week of school. Seventy-five percent of the freshman class and 60 percent of the entire student body will attend.

Step 2: The Plan. The plan is a matter of deciding what it is that needs to be done, by whom, with what resources, and by what deadlines. Keep in mind that the plan is an action plan.

In developing the plan, objectives are written for each step that is to be completed. Each step must state only one result and must be specific.

An example of an action plan for a "get-acquainted-dance" may be helpful. See sample Worksheet 1 for an illustration of an action plan.

Steps 3-4-5: Responsibilities, Resources, Time. The action plan on sample Worksheet 1 provides an example of how detailed the plan should be. Who is responsible? What resources are needed? What is the deadline for completion?

Step 6: Evaluation. The evaluation of the task is important. Evaluation tells us what was accomplished through the action plan. Evaluation procedures provide a basis for future planning. What went well? What needs to be done differently?

In the example of the "get-acquainted-dance," the evaluation would be designed around finding answers to the following questions:

1. How many freshmen attended the dance? What percentage of the total class?
2. What was the total attendance? What percentage of the entire student body?

Evaluation could go a little further and deeper to answer these additional questions.

3. What went well?
4. What should be changed?
5. What was the cost-value ratio of the dance?
6. How did the student body feel about the dance?
7. How many people were involved in planning the dance?

Evaluation tools must be designed with the kind of answers wanted in mind. Evaluations may take the form of surveys, tabulations, cost determinations, interviews, or any combination of these forms. The form depends upon the kind of information desired.

Sample Worksheet 1 provides an example of evaluation designed for the "get-acquainted-dance."

MBO/R Worksheet 1

AREA OF CONCERN (TASK):

Plan a "get-acquainted-dance"

Concerns: • attendance of freshmen
• attendance of the entire student body

GOAL STATEMENT: (What is intended to be done)

The student council will sponsor a "get-acquainted-dance" during the first week of school. Seventy-five percent of the freshmen class and 60 percent of the entire student body will attend.

ACTION PLAN:

Objectives	Who Is Responsible	Resources	Time Line
1. Establish a list of committees needed.	Senior class chairman		Aug. 1
2. Assign students and officers to the committees.	Social chairman	List of students	Aug. 5
3. Hold a meeting of all committee chairmen to discuss the dance and the duties of each committee.	Senior social chairman	Place to meet, agenda, list of committees	Aug. 10

4. Request that all committees complete plans by August 20.	Senior social chairman	Memo or meeting	Aug. 10
5. Hold meeting for review of committee progress.	Senior social chairman	Place for meeting	Aug. 20
6. See building principal and activities director to schedule date and facilities.	Social chairman		Aug. 21
7. Secure at least six adult sponsors.	President		Aug. 25
8. See the building principal about concerns over rules, regulations, and sponsorship.	President	Copy of the student handbook	Aug. 22
9. Hold final progress review and planning session.	Vice-President	Place to meet	Aug. 30
10. Overall cost estimate of the dance. Band-$600, Refreshments-$100, Misc.-$75.			

EVALUATION:

The evaluation of the dance will consist of the following steps:

1. A tabulation of the number of freshmen attending to determine the percentage.
2. A determination of the actual total cost of the dance.
3. A survey from a sample of freshmen and from the entire student body to determine their feelings regarding the dance.
4. A tabulation of the number of upperclassmen attending the dance to determine the percentage.
5. A critique of the dance to determine areas of concern for future planning.

Goal: To have enough money to attend college.

Objectives	Who Is Responsible	Resources Needed	Time Line
1. Determine the amount of resources that my family will be able to provide for my college education.	Parents, self		Jan. 1
2. Develop a cost-analysis for attending one year of college at "X" university.	Self	University catalog information about other costs; i.e., clothing, meals, entertainment, etc.	Jan. 15
3. Determine, with my family the financial obligations for which I am responsible and those for which they will provide support.	Parents, self	Cost analysis from Objective 2.	Feb. 15
4. Set a goal for a specific amount of money for which I am to be responsible.	Self	Decision from Objective 3.	Mar. 1
5. Request information from the university regarding financial assistance, work-study programs, and part-time employment.	Self		Mar. 15
6. Investigate summer employment opportunities in my community.	Self	Use of the family car, newspaper ads, list of employment agencies	May 1
7. Investigate part-time employment opportunities in my community.	Self	Same as above.	Mar. 15

Goal: To provide opportunities for students to develop and utilize leadership skills.

Objectives	Who Is Responsible	Resources Needed	Time Line
1. Conduct an assessment of the leadership of present student leaders.	Student body president, student council adviser, principal.	Sample needs assessment instruments, $50 for printing instruments and scoring.	Nov. 1
2. Develop a mini-course or workshop format for teaching leadership skills to student leaders.	Committee composed of three student leaders, three faculty advisers, principal serves as outside consultant.	$100 for fees for consultant, examples of leadership programs developed in other schools.	Jan. 1
3. Develop a school policy that permits a maximum number of students the opportunity for leadership role experience.	Student body vice-president, two student leaders, three faculty advisers, principal.	Samples of policies from other schools.	Sept. 25
4. Plan and conduct a workshop session for organization advisers in "working with and promoting student leadership."	Student council adviser, consultant.	$50 for consultant fee.	Oct. 1

Appendices

(The following are examples of evaluation forms that are currently in use in various U.S. schooi systems. They were compiled by Sandy Young, dean of studeni activities for the Kamehameha School, Honolulu, Hawaii.)

APPENDIX A: STUDENT BODY POLL

1. Do you think the student council is effective in this school?
   ____yes ____nc
2. Do you think the faculty supports the student council?
   ____all the time ____ sometimes ____not often ____not at all
3. Do you think the administration supports the student council?
   ____ all the time ____ sometimes ____ not often ____ not at all
4. Do you support the student council?
   ____ all the time ____ sometimes ____ not often ____ not at all
5. Do you feel there are sufficient activities sponsored by your student council? ____ yes ____no
6. Are you satisfied with the activities sponsored by your student council? ____ yes ____ no
   If no, give some suggestions for improving activities. _____
   _____
7. Do you feel that the officers of the student council are doing a good job? ____ all of the time ____most of the time ____hardly ever
8. What kinds of things can the student council do to better serve and represent you? _____
   _____
9. In which areas should your student council be involved?
   ____ curriculum ____ social/athletic activities
   ____ discipline/conduct ____ other (specify) _____
   _____
10. Would you be willing to help your student council? ____ yes ____ no.
    If yes, come to the student council office on Friday after school.

APPENDIX B: EVALUATING THE SCHOOL ASSEMBLY

Please note: In order to keep our school assemblies at a high quality, we ask for your honest opinion on the following questions. Only 50 faculty members and students have been chosen to represent the total school population. Thank you for your help! (Please return to the student council office *today*.)

Class of 19 ____ Assembly Name/Topic _____

Faculty ____ Today's Date _____

YES	NO	(Please check one)
		1. Was the purpose of the assembly made clear?
		2. Was the presentation/entertainment done well?
		3. Was the program effectively paced?
		4. Was the presentation/program of value to you?
		5. Was the subject matter interesting?
		6. Was the audience well behaved?
		7. Was the auditorium a good facility for this program?
		8. Was the time adequately used?
		9. Was the program professionally presented?
		10. Should we schedule this program/presentation again?

Please comment or give suggestions for other kinds of assemblies: ____

_____

_____

_____

APPENDIX C: EVALUATING A SCHOOL DANCE

To the student: In order to keep our school dances at a high quality, we ask for your honest opinion on the following questions. Only 25 students have been chosen to speak in this evaluation for the entire student body. Please make an effort to make your answers accurate. thank you for your help. (Circle appropriate responses)

1. Tonight's band is called _____

   Your student council paid _____ for their services.

   A. The band was: outstanding, above average, just okay, very poor.

   B. The student council: should, should not consider hiring this band again.

2. Tonight's decorations were designed and arranged by the _____.

   A. The decorations were: outstanding, above average, just okay, very poor.

3. Tonight's refreshments were brought to you through the _____.

   A. The selection, quality, and quantity was: outstanding, satisfactory, below average.

   B. The prices were: fair, too high.

4. The student council arranged for _____ faculty members and _____ parents to serve as chaperones this evening. The presence of these volunteers made me feel: secure, inhibited, no difference. The student conduct at this dance was: outstanding, satisfactory, needs improvement.

5. I estimate that there are _____ people attending this dance. I personally: enjoyed, didn't enjoy myself and intend: to come, not come again.

Suggestions for improvements:

Please comment on the back of this sheet.

Class of 19____ male/female signature (optional) _____

From _____

APPENDIX D: EVALUATING A WORKSHOP

1. General overall appraisal of workshop:

   Excellent ____ Good ____ Fair ____ Poor ____ Waste of time ____

2. Planning and coordination of workshop:

   Excellent ____ Good ____ Fair ____ Poor ____ Waste of time ____

3. Effectiveness of audiovisual materials:

   Excellent ____ Good ____ Fair ____ Poor ____ Waste of time ____

4. Competency of presenter:

   Excellent ____ Good ____ Fair ____ Poor ____ Waste of Time ____

5. Relevancy of topics:

   Excellent ____ Good ____ Fair ____ Poor ____ Waste of Time ____

6. Practical application of my job:

   Excellent ____ Good ____ Fair ____ Poor ____ Waste of Time ____

7. Probability of attending a similar workshop again:

   Excellent ____ Good ____ Fair ____ Poor ____ Waste of Time ____

8. Suggested topics for another workshop _____

_____

_____

_____

From an evaluation of the Catholic Association of Student Councils, Fullerton, Calif. Reprinted with permission.

APPENDIX E: EVALUATING THE STUDENT ACTIVITIES PROGRAM

This is submitted to you now so that (by your suggestion and opinion) our program can be more complete in serving the main interest of our school. Because projects are so numerous, the work of the student council is divided into various areas.

Please grade each area on a value basis of 1 to 10 points:	Assemblies and Visuals	Citizenship Projects	Conduct Projects	General Welfare	Health and Safety	Interschool Projects	Orientation	Elections	Academic Field Day	School-Community Relations	Drives and Collections	Recreational Projects	Student-Faculty Relations	Meetings	School Operation and Communication	Variety of Projects	School Spirit	Other (specify)
Educational?																		
Democratic?																		
Promote good citizenship?																		
Good for the general welfare?																		
Good public relations?																		
Encourage cooperation?																		
Morale builder?																		
The council's job?																		
Worth doing?																		
Practical?																		
Needed?																		
Interesting to kids?																		
Much participation?																		
Of any benefit?																		
Express originality?																		
Encourage responsibility?																		
Lead to other interests?																		
Did we goof?																		
Everything in general:																		
TOTAL:																		
Average:																		
Should we do this sort of thing next year?																		

Please comment on the back of this sheet if you wish. Thank you.

From an evaluation form of the Jefferson County Public Schools, Lakewood, Colo. Reprinted with permission.

APPENDIX F: EVALUATING THE STUDENT COUNCIL MEETING

Please rate and comment on the following:

	Poor	Average	Above Average	Out-standing
AGENDA—Was it followed and completed?				
PRESIDING OFFICER—How did he/she handle the meeting?				
TIME—Was it adhered to? Did all who wanted to speak get to?				
DISCUSSIONS—Democratic? Orderly? Relevant?				
PACING—Did the meeting move along smoothly?				
REPORTS—Accurately and efficiently made?				

Please comment on any of the above or give suggestions for improving the meetings.

Class of 19 ____ Name (optional) _____

Visitor ____ Date____ _____